Safeguarding

EVERYONE'S RESPONSIBILITY

Consideration

The session explores safeguarding roles and responsibilities and will touch upon issues of a sensitive nature.

Please be reminded of mutual care and respect

Today's Objectives

To know and understand:

1. Your duties in respect of safeguarding legislation

2. Local context

3. Level of Need

4. Effective safeguarding practices - promote the welfare of children and protection from 'significant harm'

5. How to manage disclosures (5 R's)

6. What behaviours, disclosures and incidents to report

Essential Reading

Keeping children safe in education 2025

Part 1

Annex A

(Annex B)

Department for Education

Keeping children safe in education 2025

Statutory guidance for schools and colleges

July 2025 (for information) version, pending publication of final version which comes into force in September 2025.

Who is Jamie Ribolla?

HELLO MY NAME IS The NQT

HEAD OF DEPARTMENT

KEEP CALM YOU'RE A HEAD OF YEAR

KEEP CALM I am an Assistant Headteacher

HEAD OF HOUSE

HALF Deputy Headteacher HALF Superhero

@RUMBLINISREADY

- Student well-being
- Behaviour
- Achievement
- Curriculum
- Standards

What would you do?

You are Ethan's teacher. At the end of the lesson, he stays behind to tell you that mum and dad argue and shout a lot at home. Dad can get quite angry and slams and kicks doors. Mum cries. It upsets Ethan and his older brother, who has tried to talk to mum and dad about it, but the situation has not changed.

What is Safeguarding?

Safeguarding and promoting the welfare of children:

❑ providing help and support to meet the needs of children as soon as problems emerge

❑ protecting children from maltreatment, whether that is within or outside the home, including online

❑ preventing the impairment of children's mental and physical health or development

❑ ensuring that children grow up in circumstances consistent with the provision of safe and effective care

❑ taking action to enable all children to have the best outcomes

KCSIE(2025), para.3.

Child Protection (part of safeguarding practices), refers explicitly to:

❑ Protect children identified as '**suffering, or are likely to suffer, significant harm**'.
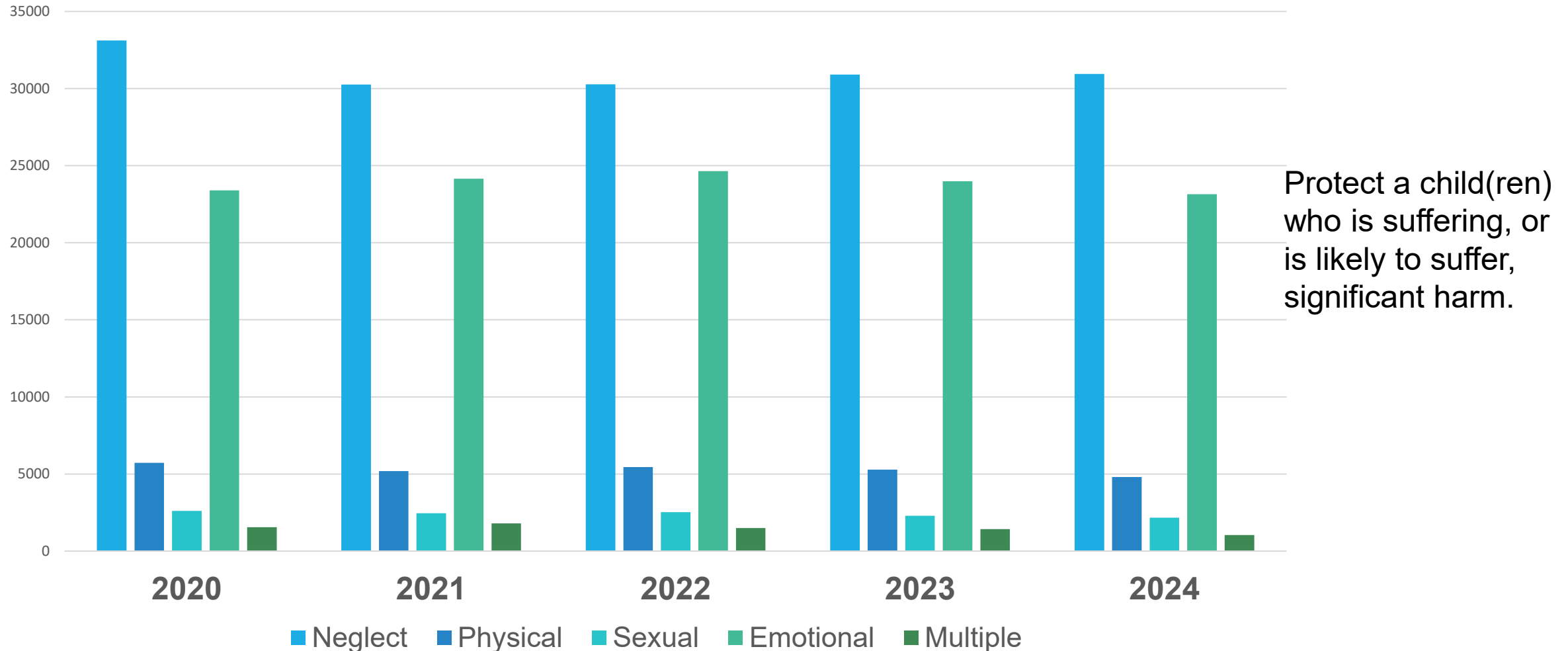
Children Act (1989)

Facts and Myths

1. Teachers, school staff and parents are those responsible for safeguarding children. **FALSE**

2. Allegations of child abuse or neglect always lead to a criminal investigation. **FALSE**

3. The Children Act 1989 uses the concept of significant harm to justify compulsory intervention in family life. **TRUE**

4. Bullying and discrimination are the most common forms of harmful aggression experienced by children. **TRUE**

5. Children do not always tell the truth about their experience of neglect or abuse? **TRUE** **FALSE**
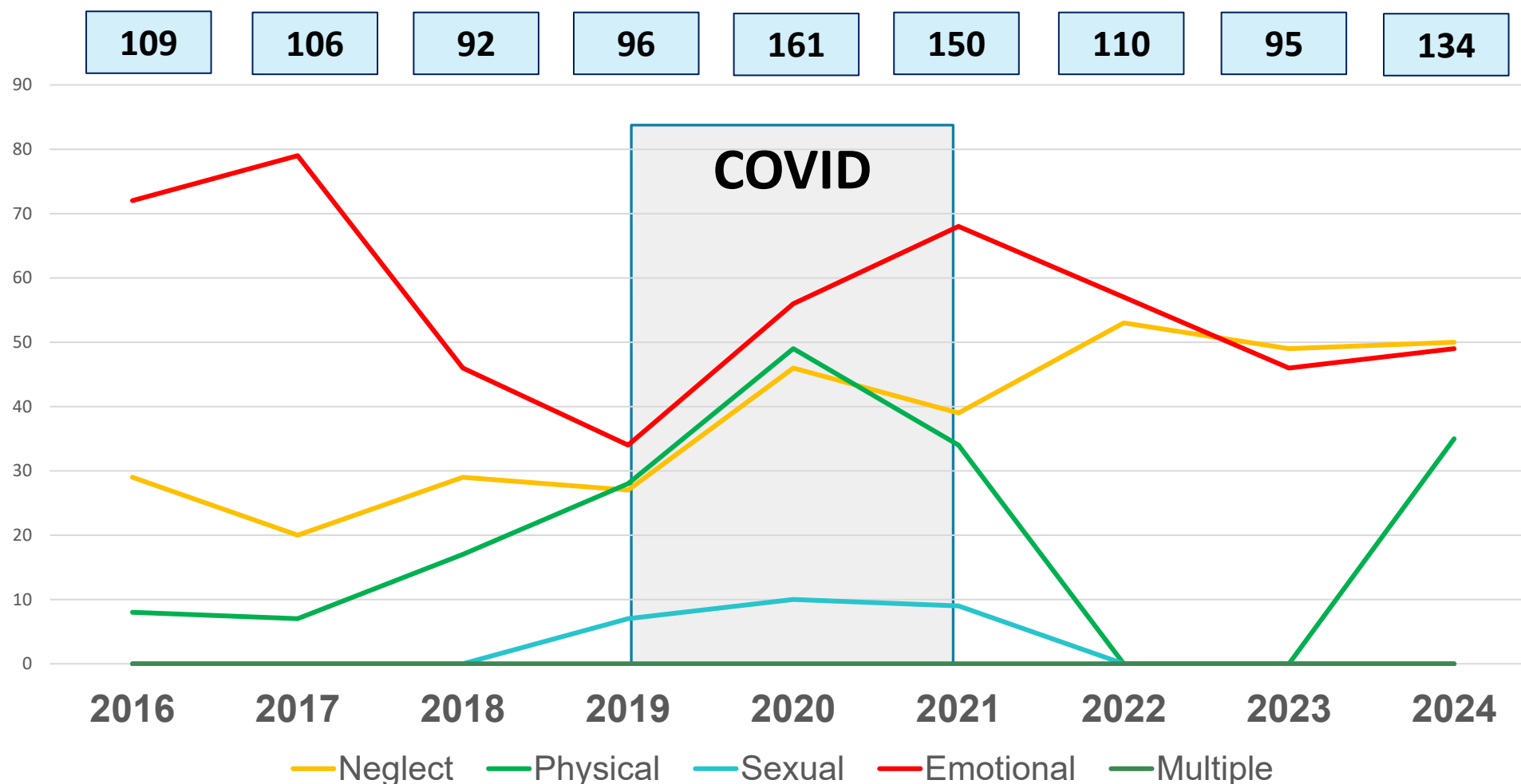
Facts and Myths

6. Particular groups of children are more likely to experience significant harm. **TRUE**

7. Physical Abuse is the most used category when a child is subject to a child protection plan. **FALSE**

8. Professionals, particularly schools, should operate a 'no touch' policy, to keep staff safe from allegations. **FALSE**

9. It is legal for a 15 year old to have consensual sex with a 19-year-old. **FALSE**

10. Personal attitudes and beliefs will influence judgements about a child's needs and safety. **TRUE**

Child Protection Plans by Abuse Category (England)

Protect a child(ren) who is suffering, or is likely to suffer, significant harm.

Legend: Neglect, Physical, Sexual, Emotional, Multiple

Child Protection Plans by Abuse Category (Richmond)

| 109 | 106 | 92 | 96 | 161 | 150 | 110 | 95 | 134 |

To protect a child(ren) who is suffering, or is likely to suffer, significant harm.

Legend: Neglect · Physical · Sexual · Emotional · Multiple

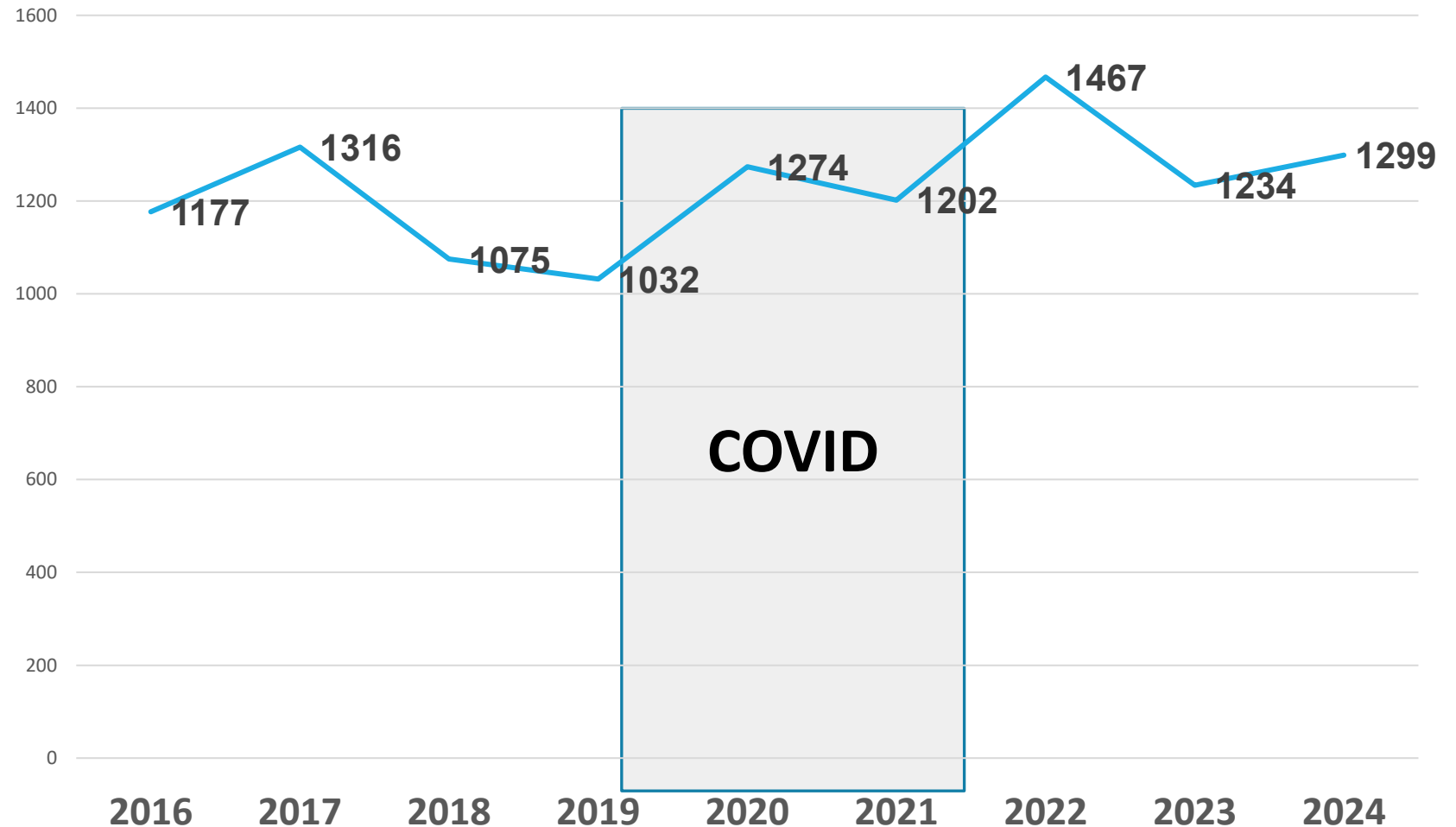X-axis: 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024

COVID

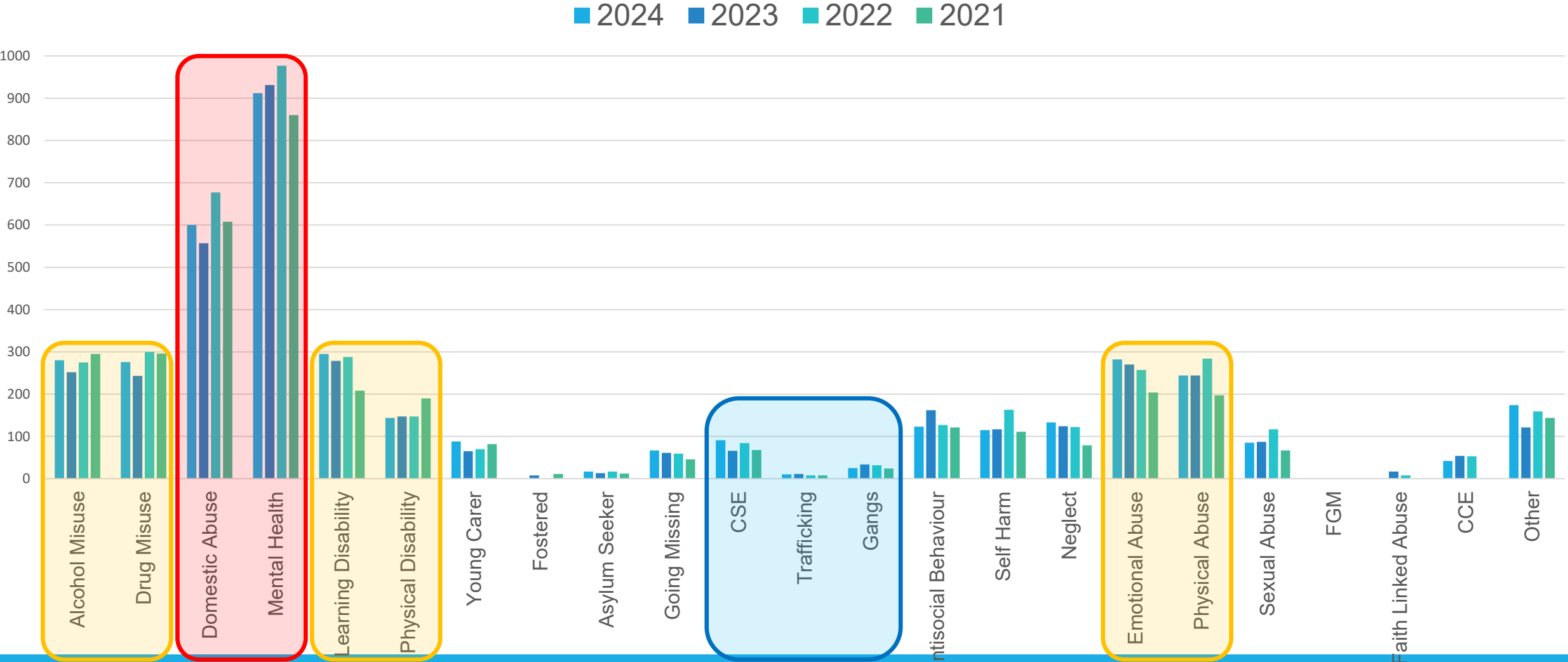# Referrals to Children's Social Care Services (Richmond)

Child in Need

'a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.'
(KCSIE, 2025, para.60)

Chart data:
- 2016: 1177
- 2017: 1316
- 2018: 1075
- 2019: 1032
- 2020: 1274
- 2021: 1202
- 2022: 1467
- 2023: 1234
- 2024: 1299

COVID (shaded region covering 2020–2021)

Children in Need Assessments (Richmond)

DfE (2025) Characteristics of children in need in England

'It could happen here'

❑ *Safeguarding and promoting the welfare of children is* **everyone's responsibility**

❑ Piecing the puzzle together - everyone has a role to play in identifying concerns, sharing information and taking prompt action.

❑ All staff must be able to identify *(Recognise)* children who may benefit from early help.

Why does safeguarding matter?

West Sussex 2000

Cambridgeshire 2002

Haringey London 2007

Rotherham 2016

Sandwell, 2021

West Yorkshire 2008

South London 2012

Bradford 2013

Powys, Wales 2012

Coventry 2013

Woking, 2023

Serious Case Reviews 2020-2023
Learning for improved practice around the education sector

'Many case reviews highlighted education as a source of stability and continuity in children's lives. Teachers were often identified as a positive relationship in the child's life' (NSPCC, 2023, p.2)

From your own experiences, what 'failings' or aspects of safeguarding practice do you think could be improved?

Serious Case Reviews 2020-2023
Learning for improved practice around the education sector

'Many case reviews highlighted education as a source of stability and continuity in children's lives. Teachers were often identified as a positive relationship in the child's life' *(NSPCC, 2023, p.2)*

- ❑ Behaviour and attendance – are these indicators of safeguarding concerns?
- ❑ Bullying – why is it taking place and what is impact is it having on children?
- ❑ It can be hard to get children with SEND the help they needed.
- ❑ Difficult to engage with, or effectively challenge, parents.
- ❑ Difficult to get the information needed. Delays in sharing information.
- ❑ Teachers are well placed to recognise and respond to abuse - ongoing concerns or changes in circumstances
- ❑ Teachers need resources and knowledge to keep children safe online
- ❑ In high-achieving schools, children are more worried about disclosing abuse

Key Documents

❑ ***Keeping Children Safe in Education (2025)** – part 1, Annex A, Annex B*

❑ *'Must' and 'Should'*

    ❑ *[Working Together to Safeguard Children (2023)](#) – statutory guidance*

    ❑ *[What to Do if You're Worried a Child is Being Abused: advice for practitioners (2015)](#) – Gov advice*

Keeping Children Safe in Education

- **Part 1 – All staff**
  - Annex A – condensed version
  - Annex B – further info/support about specific abuse / safeguarding issues
- Part 2 – Management of safeguarding
- Part 3 – Safer Recruitment
- Part 4 – Allegations made against teachers and other staff
- Part 5 – Child on child sexual violence and harassment

KCSIE – 2022 Updates

St Mary's University Twickenham London

Teachers 'struggle to deal with classroom sexual abuse'

Teachers say they do not feel equipped to deal with peer-on-peer sexual abuse because they have had no training.

More than half said they did not think adequate procedures were in place in their schools to deal with abuse.

Many are also unsure how to deliver elements of a new sex-and-relationships curriculum, which the government says third parties might now help with.

Reports of sex abuse between children double in 2 years (Sep 2021)

Child sexual abuse victims let down by 'blatant hypocrisy and moral failing of religions', inquiry finds (Sep 2021)

25% less investment in County Lines in rural locations (Aug 2021)

NSPCC Learning

News ⌄   Key topics ⌄   Research and resources ⌄   Training ⌄   Services ⌄   S

You are here: Home » News » Resources to promote Report Abuse in Education   Share

Report Abuse in Education helpline resources launched

Last updated: 25 May 2021

Review of Sexual Abuse in Schools and Colleges (June 2021)

❑ *'It is concerning that for some children, incidents (of sexual harassment and online sexual abuse) are so commonplace that they see no point in reporting them'.*

❑ *'It shouldn't be our responsibility to educate boys'*

❑ *'Professionals consistently underestimated the prevalence of online sexual abuse'.*

❑ *'Schools and colleges cannot tackle sexual harassment and sexual violence, including online, on their own, and neither should they'.*

❑ *'Schools must act as though sexual harassment, and online sexual abuse is happening – even if there are no reports'.*

Fig.2. These things happen 'a lot' or 'sometimes' between people my age (%)
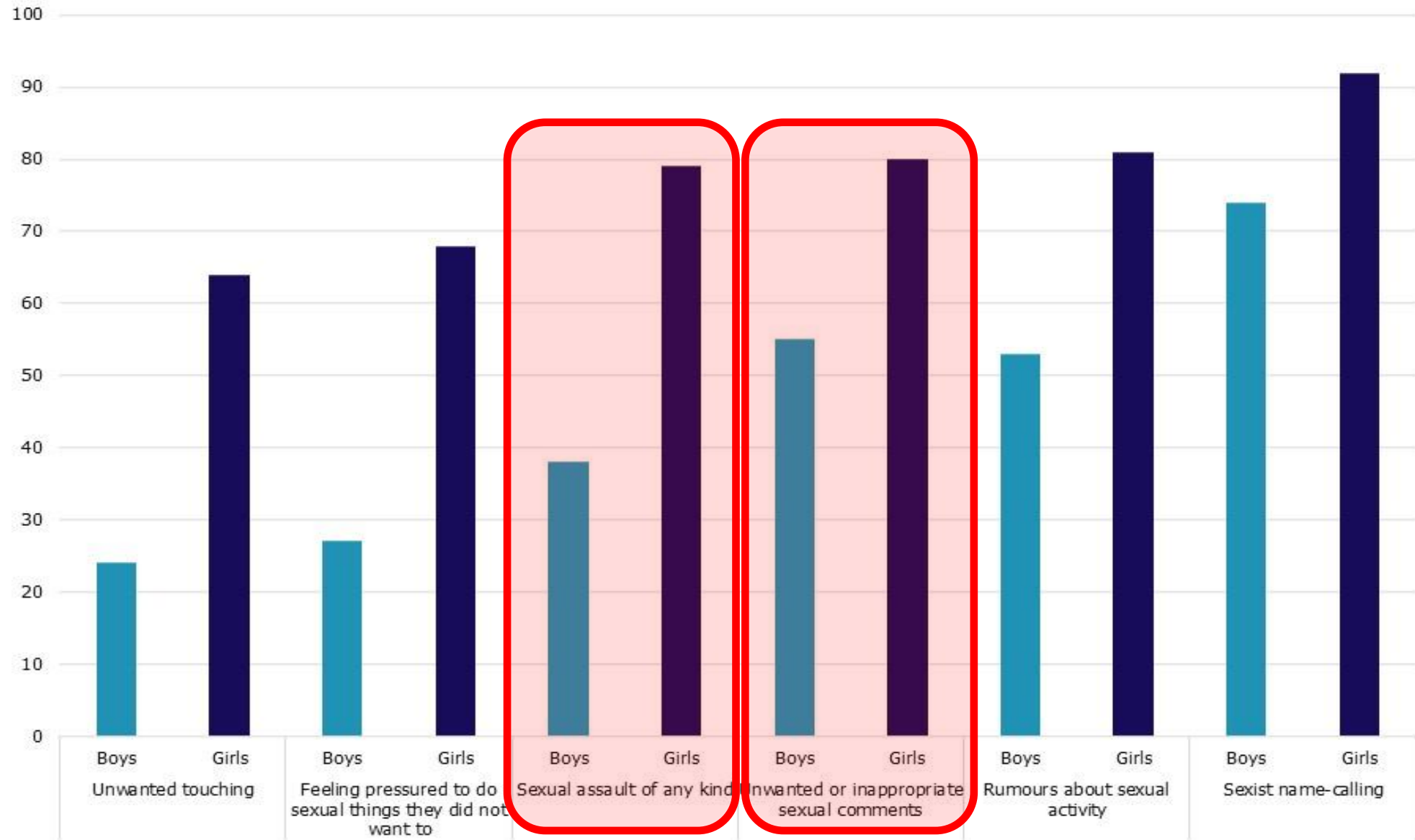
KCSIE – 2023 Updates

- ❑ Online activity - schools to enhance monitoring of
- ❑ Attendance – absence a warning sign of safeguarding concerns, including sexual abuse, sexual or criminal exploitation.
- ❑ Safer Recruitment – online searches of job applicants
  - ❑ Application
  - ❑ Shortlisting
  - ❑ References
  - ❑ Selection / Interview

KCSIE – 2024 Updates

❑ **Categories of Abuse** - previously 4 (physical, sexual, emotional and neglect) are now abuse, neglect and exploitation

❑ **Abuse can be indirect** … *'seeing, hearing, or experiencing effects of domestic abuse, are indicators of abuse'.*

❑ **Gender questioning** children guidance terminology

KCSIE – 2025 Updates

❑ **Revised guidance on RSHE** – due summer 2025 and to be signposted in KCSIE updates

❑ **Online safety**… 4 risks (content, contact, conduct, commerce). Conspiracy theories added as a content risk

❑ **Revised guidance on gender questioning** – due summer 2025 and to be signposted in KCSIE updates

❑ **Child-on-child sexual violence and harassment.** Link added to the Lucy Faithfull Foundation's 'Shore Space' which offers a confidential chat service supporting young people concerned about their own or someone else's sexual thoughts and behaviours.

What are my responsibilities?

❑ **To safeguard children and promote the welfare of children -** extends beyond the education setting.

❑ Be alert to indicators that something is not right before a child seeks help.

    ❑ read part 1 and Annex A of Keeping Children Safe in Education

    ❑ read key policies (safeguarding, behaviour / staff conduct)

    ❑ know the safeguarding systems within your school

    ❑ be alert to the potential need for Early Help for key vulnerable groups and know how to 'raise concerns'

    ❑ receive safeguarding training annually (provided by school)

    ❑ know how to manage a disclosure (the 5 R's)

Managing Disclosures

The 5 R's

Recognise: *'a child is vulnerable if he/she…'*

- is disabled or has certain health conditions and has specific additional needs

- has SEND (whether or not they have a statutory Education, Health and Care plan)

- has a mental health need

- is a young carer

- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines

- is frequently missing/goes missing from education, home or care,

- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.

- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation

- is at risk of being radicalised or exploited

- has a parent or carer in custody, or is affected by parental offending

- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse

- is misusing alcohol and other drugs themselves

- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage

- is a privately fostered child.

Recognise

- ❑ *'Children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful',* (KCSIE, 2025, para.17).

- ❑ *'Children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to',* (KCSIE, 2025, para.471)

- ❑ Domestic abuse – if children see, hear or experience abuse, which may be physical, emotional, economic, coercive and controlling behaviour.

Recognise: Early Help (Level 2)

❑ *'Providing early help is more effective in promoting the welfare of children than reacting later'* (KCSIE, 2025, para.494).

❑ *'Any child may benefit from early help, but staff should be particularly alert for a child who …'* (KCSIE, 2025, para.18).

Levels of Need and Support

St Mary's University Twickenham London

1. Universal Services

- Parks
- Doctors
- Leisure Centres
- Etc.

2. Early Help

- 1 or 2 services
- Lead practitioner (usually DSL, but could be…teacher, SENCO, GP, family support worker, etc.)
- Team Around the Family (TAF) meeting
- Early Help Assessment and plan

3. Targeted Help

- *'Unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.'*
- Lead practitioner to coordinate multi-agency approach

4. Specialist Help

- Reasonable cause to suspect a child is suffering or likely to suffer significant harm (Section 47 of the Children Act, 1989)
- Child Protection Plan

What is Significant Harm?
(Section 47 Enquiry)

Harm *(Children Act 1989 section 31(9)):*

- ☐ ill-treatment (including sexual and physical abuse)
- ☐ impairment of health (physical or emotional) or development (physical, intellectual, emotional, social or behavioural), including as a result of witnessing the ill-treatment of another person
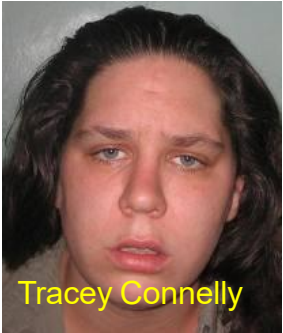
Significant Harm - no absolute criteria.

The severity of ill-treatment depends on;

- ☐ the degree and extent of harm
- ☐ the duration and frequency of abuse and neglect   .
- ☐ the extent of premeditation
- ☐ the degree of threat and coercion, sadism and/or unusual elements

Significant Harm - who presents risk?

Parents/Carers

Strangers

Online

Other Children

RECOGNISE
Particular groups of children are more likely to suffer significant harm – disabled, babies, learning difficulties, disadvantaged
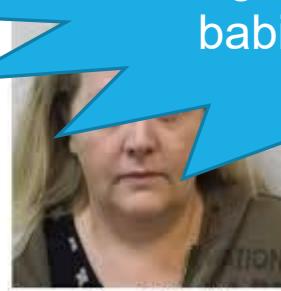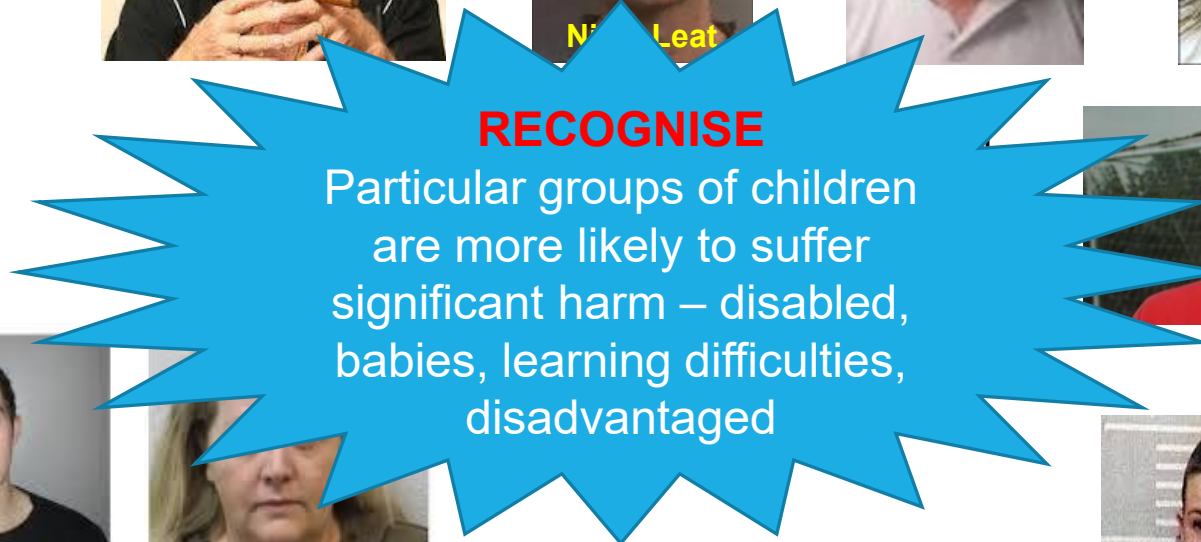
Abuse, Neglect and Exploitation

"Inflicting harm or failing to act to prevent harm"

- ❑ abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label.

- ❑ Report any concerns to DSL
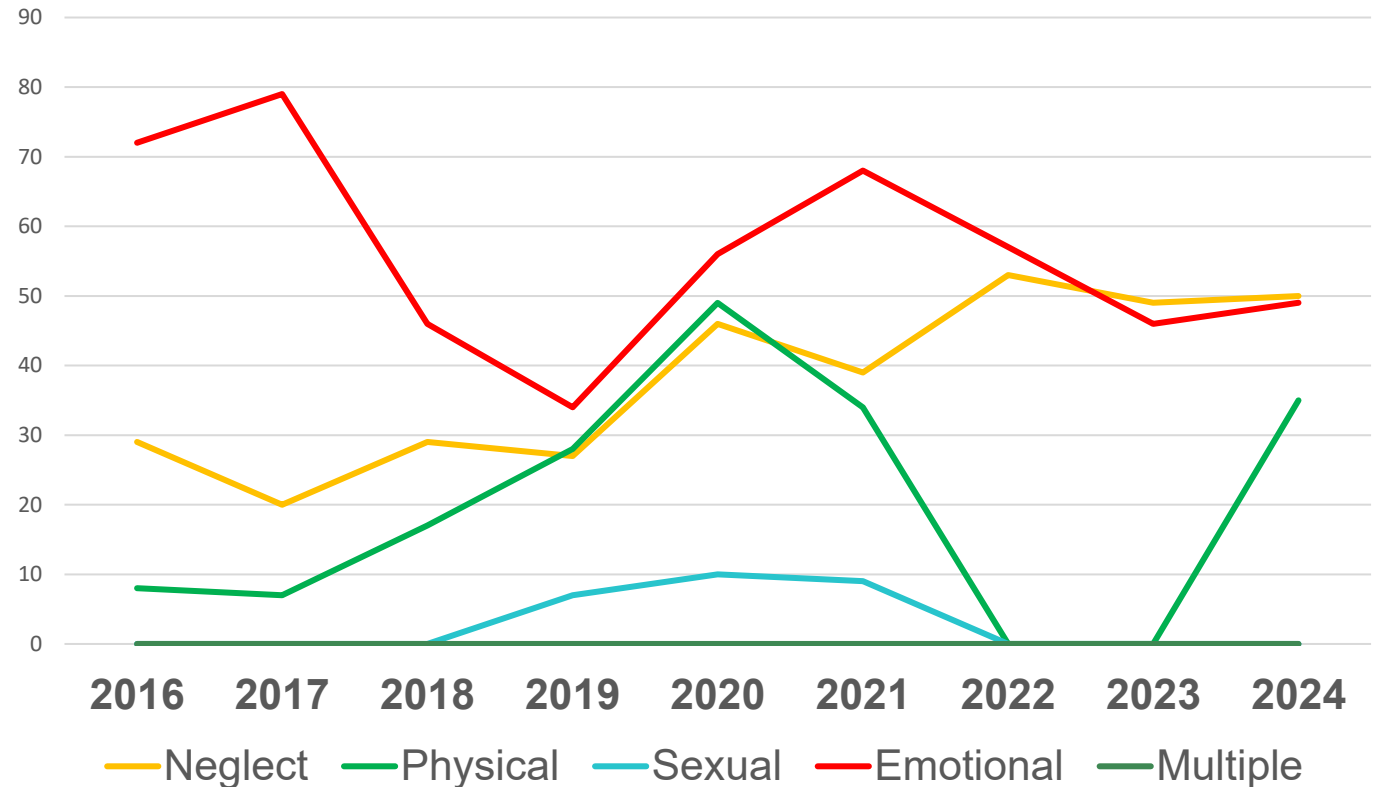
Indicators of Abuse and Neglect

Physical

❑ hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, a parent / carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional

❑ Child feels worthless, unloved, inadequate, used to meet the needs of another. No opportunities to express views, 'made fun of', age / developmentally inappropriate expectations, seeing or hearing the ill-treatment of another, bullying (including cyberbullying), feel frightened or in danger, or the exploitation or corruption of children.

Neglect

❑ substance abuse during pregnancy. Failing to: provide adequate food, clothing and shelter, to protect a child from physical and emotional harm or danger; ensure adequate supervision, access to medical care or treatment. Ignore a child's basic emotional needs.

Sexual

❑ physical contact, penetration or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. Children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.

Activity: **Recognising** Safeguarding Concerns

Beth	Potential Issue	Potential safeguarding issue – possible physical abuse
James	Potential issue	Potential safeguarding issue – possible radicalisation
A'isha	Issue	Safeguarding Issue – possible sexual exploitation
Freddie	Issue	Safeguarding issue – possible sexual abuse

Activity: **Level of Need** case studies

Sophie	Level 2	Delayed speech, not engaged in play/learning, low income, poor state of housing
Stephen	Level 3	Substance misuse (aged 12), inadequate parental care, possible domestic abuse
Maddison	Level 4	Persistent behaviour issues, chronic absence, missing from home for long periods of time, situation worsening
Tim	Level 1	All systems in place to support development.

Specific (Contextual) Safeguarding Issues (Annex B)

- ❑ Child-on-child abuse - "They told her they'd slit her throat" - BBC London - YouTube

- ❑ Child sexual exploitation (CSE) - "They told her they'd slit her throat" - BBC London - YouTube

- ❑ Child criminal exploitation (CCE) - What is County Lines? - YouTube

- ❑ Domestic Abuse - Domestic violence: The children affected - BBC News - YouTube

- ❑ Female Genital Mutilation (FGM) - Female genital mutilation: the UK's hidden crime - YouTube

- ❑ Mental health - Adverse Childhood Experiences (ACEs) - YouTube

- ❑ Serious violence

- ❑ Radicalisation - The young man who was radicalised until Prevent prised him away from the far-right extremists - YouTube

Specific (Contextual) Safeguarding Issues (Annex B - Full List)

St Mary's University Twickenham London

- ❏ Child abduction and community safety incidents
- ❏ Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- ❏ County lines
- ❏ Children and the court system
- ❏ Children who are absent
- ❏ Children with family me...
- ❏ Cybercrime
- ❏ Domestic abuse
- ❏ Homelessness
- ❏ Mental health
- ❏ Modern Slavery and the National Referral Mechanism

- ❏ Preventing radicalisation
- ❏ The Prevent duty
- ❏ Channel
- ❏ Sexual violence and sexual harassment ... children in schools and colleges
- ❏ ... based abuse (including ... ation and Forced
- ❏ Mandatory reporting duty for teachers
- ❏ Forced marriage
- ❏ Additional advice and support

You must know the contextual safeguarding issues in your schools – speak to the DSL!

Specific Safeguarding Issues

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)
(both are abuse)

❑ imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity

❑ Usually in exchange for something the victim needs or wants, or increased status of the perpetrator through threat of violence

❑ Girls experience often very different

❑ CSE is sexual abuse and can be one-off or even unknown to victim (sharing of images). Includes 16- and 17-year-olds who gave consent to sex

Specific Safeguarding Issues

Female Genital Mutilation
- ❑ Legal duty on teachers - *must* report to police
- ❑ Other Honour-based abuse – Forced Marriage

Radicalisation and Extremism (Prevent)
- ❑ We have a duty to prevent people being drawn into terrorism (Counter-terrorism Act 2015)
- ❑ Extremism – *'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.*
- ❑ Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous - online and offline.

Other Safeguarding Issues

Child on Child abuse

- ❑ Even if there are no reports, does not mean it is not happening
- ❑ Importance of challenging inappropriate behaviour. Sexual harassment – 'just banter', 'boys being boys' – creates an unsafe environment and normalises abusive behaviour
- ❑ Bullying
- ❑ Abuse within intimate relationships
- ❑ Physical abuse
- ❑ Sexual violence
- ❑ Sexual harassment
- ❑ Sexual activity without consent
- ❑ Sharing of images
- ❑ Up-skirting

Bullying, cyberbullying and discrimination are the most common forms of harmful aggression experienced by children

Additional Information and Support

❑ *What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners*

❑ Annex B

Online Safety – Supporting links

Organisation	Supporting Link
NSPCC resources and guidance	https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/
CEOP	https://www.thinkuknow.co.uk/
UK Safer Internet Centre	https://saferinternet.org.uk/ NSPCC Sexting advise www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/
New UK Council for Child Internet Safety (UKCCIS)	https://www.gov.uk/government/news/new-council-for-internet-safety-in-the-uk and guidance on Sexting
Childnet	www.childnet.com/resources
Parent Zone	https://www.parentzone.me/

Mini-Plenary

Overwhelmed!! … Is this a safeguarding issue? … Do I speak to the child / parent? … What do I do?

1. Safeguarding is everyone's responsibility
2. KCSIE (2025)
3. Know my school context
4. Early Help / Level of Need
5. Managing Disclosures – the 5 Rs (recognise)

Respond to Disclosures

Beth is known for being an inquisitive and chatty member of the class. Recently, however, you have noticed a complete change in her behaviour. For the last couple of weeks, Beth has been much quieter and withdrawn. You also notice that although it is a very hot summer and Beth wore dresses a few weeks ago, she has recently been consistently wearing clothes that cover her whole body.

Beth approaches you and asks if she can talk to you about something.

How do you respond?

Managing Disclosures – the 5 R's

Recognise	Respond	R...	R...	R...

Recognise

Know the vulnerable groups (Early Help)

Signs / symptoms

Respond

Do not investigate

Let them tell their story – 'TED'

Open, non-leading questions… contaminate evidence

Reassure / supportive

Must pass on

Responding to Disclosures

❑ *'Children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful',* (KCSIE, 2025, para.17).

❑ *'Children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to',* (KCSIE, 2025, para.471)

   ❑ Children are no more likely to mislead than adults, particularly in relation to abusive incidents (Spence & Flyn 1990).

   ❑ 4th disclosure!!

   ❑ Children may retract allegations – this does not discredit the allegation.

   ❑ Never examine a child or ask them to show you bruises, etc.

   ❑ Empathy – but do not touch / pat / hug – different meaning to victim of abuse

   ❑ **We must always take a child seriously.**

Record a Disclosure

❑ Take notes – but check the child is comfortable with this

❑ Written record (ideally within 1hr). Can become court evidence.

1. Clear, comprehensive summary of the concern
   What the child said (their language), your responses, emotional context, repeated statements, environment disclosure was made (date, time, location, others present)

2. Details of how concern was followed up
   Who reported to? When? How?

3. Note of any action taken, decisions reached and the outcome.
   Did you agree to contact home, DSL, get back to the child, when?

Managing Disclosures – the 5 R's

Recognise	Respond	Record	Report	Refer
Know the vulnerable groups (Early Help)

Signs / symptoms | Do not investigate

Let them tell their story – 'TED'

Open, non-leading questions… contaminate evidence

Reassure / supportive

Must pass on | In writing

Full detail

Child's language | To the Designated Safeguarding Lead | The DSL will refer to the appropriate service, based on perceived level of need. |

Reporting / Referring Concerns

Early Help – DSL to liaise with other agencies as required. If the situation does not improve…

1. Refer to Local Authority – provide as much information as possible, including whether harm is taking place outside of the home.
   - Single Point of Access - London Borough of Richmond upon Thames
   - Report child abuse to a local council - GOV.UK (www.gov.uk)

2. Children in Need – Local Authorities required to provide services to support (section 17 of the Children Act 1989)

3. Significant Harm – a duty to make enquiries under Section 47 of the Children Act 1989.

Why does safeguarding matter?

West Sussex 2000

Cambridgeshire 2002

Haringey London 2007

Rotherham 2016

Sandwell, 2021

West Yorkshire 2008

South London 2012

Bradford 2013

Powys, Wales 2012

Coventry 2013

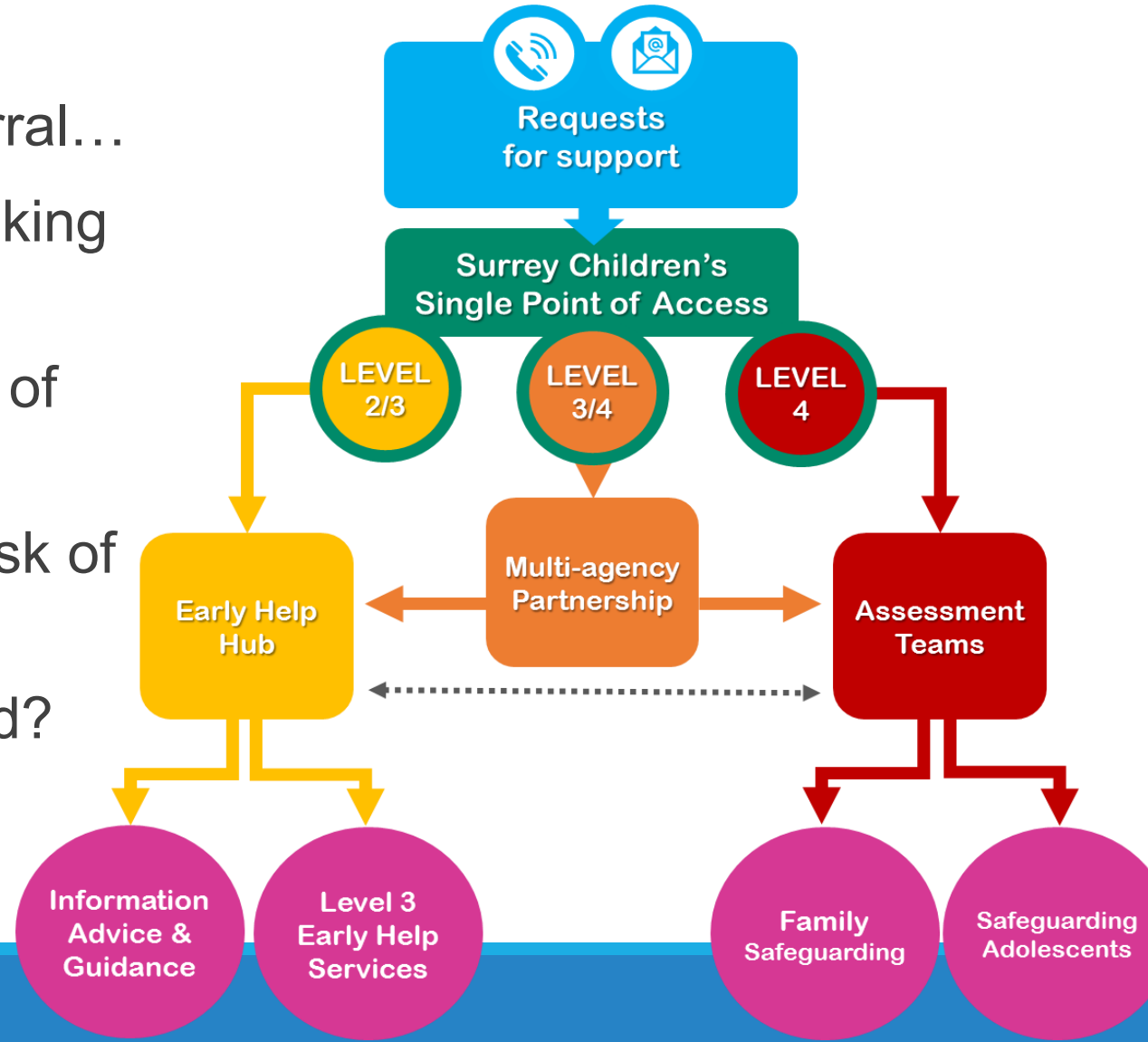Woking, 2023

Poor Practice (Serious Case Reviews)

Prevents / delays the appropriate support reaching the child – may allow significant harm to continue

- ❑ failing to act on and refer the early signs of abuse and neglect

- ❑ poor record keeping;

- ❑ failing to listen to the views of the child;

- ❑ failing to re-assess concerns when situations do not improve;

- ❑ not sharing information with the right people within and between agencies;

- ❑ sharing information too slowly; and

- ❑ a lack of challenge to those who appear not to be taking action

Referring Disclosures (C-SPA)

When making a referral…

- ❑ What are you seeking from this referral?

- ❑ What is the Level of need / risk?

- ❑ Is there serious risk of harm?

- ❑ Is consent needed?

Requests for support

Surrey Children's Single Point of Access

LEVEL 2/3

LEVEL 3/4

LEVEL 4

Early Help Hub

Multi-agency Partnership

Assessment Teams

Information Advice & Guidance

Level 3 Early Help Services

Family Safeguarding

Safeguarding Adolescents

All Requests for Support at Levels 2,3 or 4 of Effective Family Resilience are made through Surrey Children's Single Point of Access

The Surrey Children's Single Point of Access team assign the request according to the Level of Need

The request is assessed by the appropriate team who support families or connect them to the most appropriate services

Children, young people and families receive the right support, at the right time from the right service
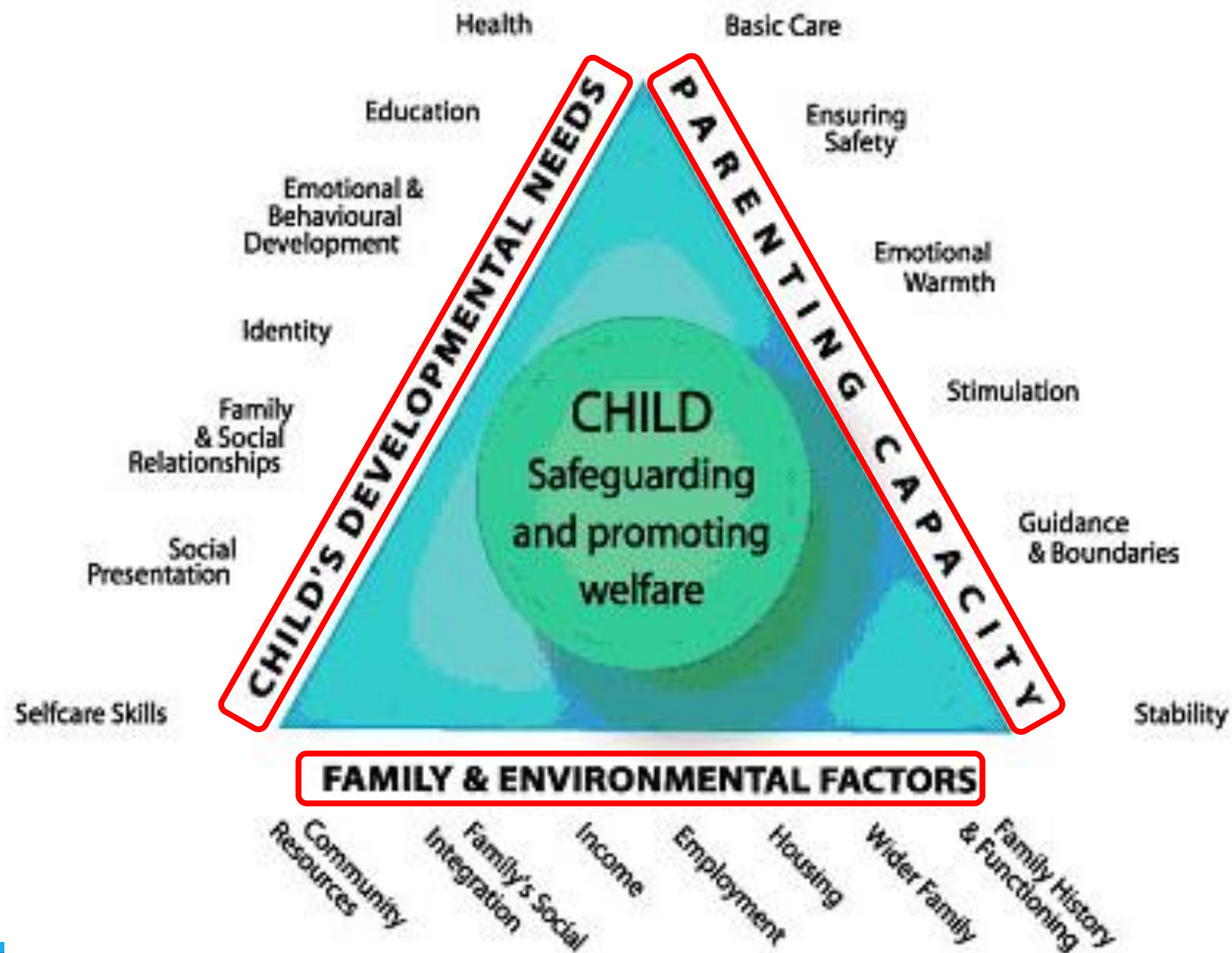
Assessment Framework Triangle

Referrals of Significant Harm

Case referred to LA Children's Services

↓

Referral acknowledged

↓

Section 47: Assessment
Share all info relating to Child & Family

↓

Section 47: Assessment
Consider causes, strengths/weaknesses of family, evaluate risks and intervention

↗

Section 47 Outcome:
1. Concerns about child's immediate safety
2. Further assessment needed
3. No LA support or involvement required
4. If other actions necessary, Early Help Assessment

↓

Initial Child Protection Conference
Child Protection / Child in Need Plan

↓

Core Groups followed by review processes

Child Protection Conference

- ❑ **SHARE** - Confidential meeting between parents, children services, child protection workers and other professionals to discuss the welfare of a child(ren)

- ❑ **ASSESS** - the likelihood of the child suffering significant harm in the future.

- ❑ **NEXT STEPS** - what future action is required to safeguard and promote the welfare of the child/children with planned developmental outcomes.

- ❑ Meetings can be:
    - ❑ Initial – within 15 days of strategy meeting
    - ❑ Review – first within 3 months and then every 6
    - ❑ Unborn child – from 3 months to birth

The Child Protection Plan

❑ Identifies needs of the child and support required to safeguard and promote the welfare of the child.

❑ Necessary actions to achieve this

❑ Identifies everyone's **roles and responsibilities.**

❑ Sets out a timeframe – including visits by social worker, who becomes the lead professional (visits must be every 10 days)

❑ Family develop and contribute to the plan

❑ Announced visits by other professionals

❑ Is written in clear way and includes a contingency plan

Review of the Child Protection Plan

Core Group

❑ multiple agencies responsible for reviewing and further developing the plan – what next steps are required and by whom?

❑ Reviews must take place 10 days after conference, at 6 weeks and then every 2 months

Review Conference – is the child **continuing to suffer, or likely to suffer, significant harm?**

❑ review progress against planned outcomes

❑ Ensure child remains safeguarded

❑ Should CP Plan continue or be stepped down to Child in Need plan

What Next?
Public Law Outline and Care Proceedings

❑ **Legal Gateway meeting -** plan not working. Child remains at risk of significant harm

❑ Letter of intent to explain to parents the concern/s, what needs to change with clear timescales, actions that will happen and advising the parents that a meeting will take place with parents (who have the right to free legal representation).

❑ Possible care proceedings and removal of the child to a safe place which may be with friends and family, foster care or a residential unit.

How will today's session influence your future practice?

What would you do?

You are Ethan's teacher. At the end of the lesson, he stays behind to tell you that mum and dad argue and shout a lot at home. Dad can get quite angry and slams and kicks doors. Mum cries. It upsets Ethan, and his older brother, who has tried to talk to mum and dad about it, but the situation has not changed.

References / Resources

St Mary's
University
Twickenham
London

❑ Barnardo's. *Believe in children | Children's charity*. [online] Barnardo's. Available at: https://www.barnardos.org.uk/.

❑ Department for Education, (2022). *Keeping children safe in education*. London: Department for Education

❑ Healthysurrey.org.uk. (2021). [online] Available at: https://www.healthysurrey.org.uk/domestic-abuse

❑ H M Government, (2018). *Working together to safeguard children*. London: H M Government

❑ H M Government, (2015). *What to do if you're worried a child is being abused. Advice for practitioners*. London: H M Government

❑ H M Government, (2018). *Information Sharing: Advice for Practitioners providing safeguarding services to children, young people, parents and Carers*. London: H M Government

❑ *NSPCC*. [online] NSPCC. Available at: https://www.nspcc.org.uk/

❑ *Surrey Safeguarding Children Partnership*. [online] Available at: https://www.surreyscp.org.uk/.

❑ SSCP (2020). Effective Family Resilience. Available at: Effective-family-resilience-SSCP-Dec-2020-v7.pdf (surreyscp.org.uk)

Essential Supporting Videos

1. Safeguarding: Sharing of Information - [Sharing of Information July 2019 - YouTube](#)

2. Safeguarding: Defining Child Abuse - [Safeguarding Defining Child Abuse v2 - YouTube](#)

3. Safeguarding: The Hidden Face - [Safeguarding: The Hidden Face - YouTube](#)

4. Safeguarding: Procedures - [Safeguarding: Procedures - YouTube](#)

5. Safeguarding: Disclosure - [Safeguarding: Disclosure - YouTube](#)

6. Safeguarding: Recording - [Safeguarding: Recording - YouTube](#)

7. Safeguarding: Referrals - [Safeguarding: Referrals - YouTube](#)

Additional Supporting Videos

1. Safeguarding: types and forms of abuse - Safeguarding: Types and Forms of Abuse - YouTube

2. Safeguarding: Physical - Safeguarding: Physical - YouTube

3. Safeguarding: Emotional - Safeguarding: Emotional - YouTube

4. Safeguarding: Sexual - Safeguarding: Sexual - YouTube

5. Safeguarding: Neglect - Safeguarding: Neglect - YouTube

6. Safeguarding: Forced Marriage - Safeguarding: Forced Marriage - YouTube

7. Safeguarding: FGM - Safeguarding: FGM - YouTube

8. Safeguarding: The Prevent Duty - Safeguarding: The Prevent Duty - YouTube

9. Safeguarding: Bullying - Safeguarding: Bullying - YouTube

10. Safeguarding: LGBTQ Awareness - Safeguarding: LGBTQ Awareness - YouTube

11. Safeguarding: Post Referrals - Safeguarding: Post Referrals - YouTube

Today's Objectives

To know and understand:

1. Your duties in respect of safeguarding legislation

2. Local context

3. Level of Need

4. Effective safeguarding practices - promote the welfare of children and protection from 'significant harm'

5. How to manage disclosures (5 R's)

6. What behaviours, disclosures and incidents to report

QUESTIONS